

**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

**U.S. Patent Application Serial No.  
10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit     B**

# Welcome to TRANSFORMING LEARNING

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First Time Users

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Preview

Latest News

more ►

Are You Doing Better Than You Think You Are?

The pupils of 86% of primary school teachers find their lessons clearer and more interesting than their teacher expected.

In the current climate of inspection and evaluation, the suggestion that pupil's views should be taken into account may seem just another burden. Our recent analysis of Transforming Learning data suggests that pupils' views are generally a positive and insightful contribution for teachers' professional development.

Click on 'more' to view

## TRANSFORMING LEARNING

"If you kept it to yourself, the school wouldn't know where to progress, what to change and what to keep."  
- Jessica, 11

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# Transforming Learning - Microsoft Internet Explorer

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Transforming Learning

Login

## Welcome To Transforming Learning

This screen is for people who have already registered themselves on Transforming Learning.

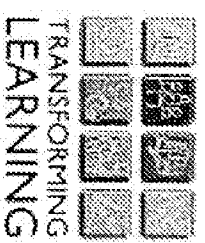
Please enter your username and password (you will have chosen these in a previous session):

Username:

Password:

Click to Proceed

Stuck? Click Here



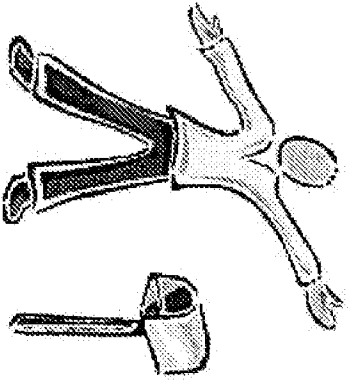
[Click here](#) if you can't remember your username  
[Click here](#) if you can't remember your password  
[Click here](#) if you have not yet chosen a username or password  
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Address [in/logincontrol.cfm?73897C3C-F650-11D4-8ACD00508B668278&CFID=71&CFTOKEN=58915975](http://in/logincontrol.cfm?73897C3C-F650-11D4-8ACD00508B668278&CFID=71&CFTOKEN=58915975) Go Links

TRANSFORMING  
LEARNING



#### Exploring

About You  
Questionnaire Setup  
Your Questionnaire  
Understanding The Concepts  
About Your Context

Getting Feedback

Change Your Personal Feedback  
Change Your Personal Feedback  
Personal Action Planner

Taking Action

Exploring and Choosing Actions  
Your Personal Action Planner

Welcome Back Joe

#### Quick Shortcuts

- Where I Last Left Off
- Questionnaire Tracker
- The Main Home Page
- Administration
- Change Your Password
- Toolkit
- My Personal Details

How To Use This Page

Done

Start

Workspace at Notes ...

Transforming Lear...

Internet

11:36

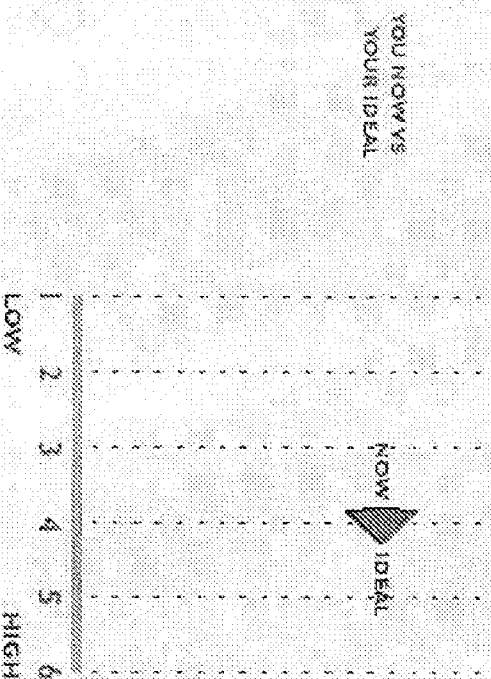
Current Section: Getting Feedback

Classroom Climate

Your Own Perceptions

Participation

This chart shows the gap between your perception of the actual degree of *Participation* in your class and how you would like it to be ideally.



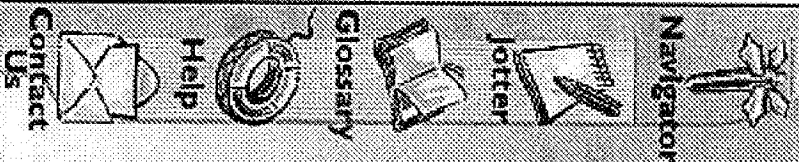
What Does This Mean?

You feel that your pupils are generally satisfied with the level of *Participation*, but that the emphasis on this dimension may be slightly too low.

Your Perceptions vs. Your Pupils

Participation

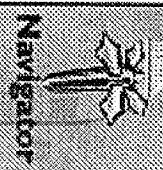
TRANSFORMING LEARNING



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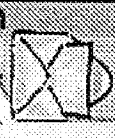
Address 8278&randomvar=73897CA8-F650-11D4-8ACD00508B6682788CFID=71&CFTOKEN=58915975 Go Links



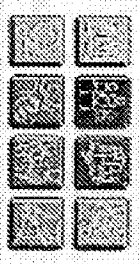
Glossary



Help



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Current Section Getting Feedback

Classroom Climate

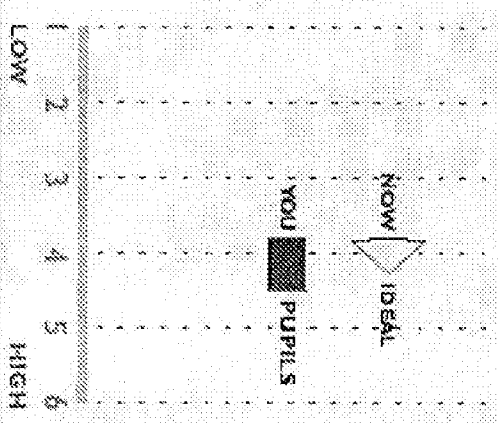
Your Perceptions vs Your Pupils

Participation

This chart shows the gap between your own and your pupils' perceptions of the actual level of *Participation* in your class.

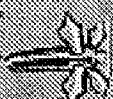
(Your level of rater agreement for this dimension is high.)

YOU NOW VS YOUR IDEAL  
YOU NOW VS YOUR PUPILS NOW



What Does This Mean?

Your pupils perceive a slightly higher level of *Participation* than you think they do.



Navigator



Jotter



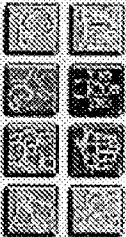
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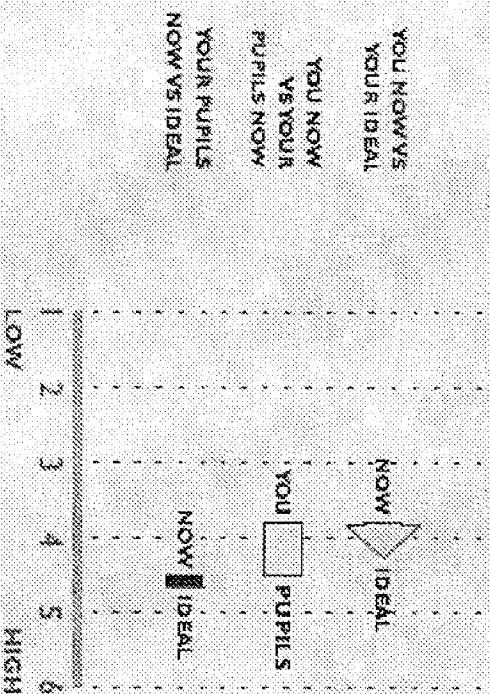
Current Section: Getting Feedback

Classroom Climate

The Perceptions of Your Pupils

Participation

This chart shows the gap between your pupils' perceptions of the actual level of *Participation* and their aspirations for the future.



What Does This Mean?

Your pupils' responses also indicate that they feel satisfied with the level of *Participation* in the classroom.

Your Class in Comparison With Other Classes

Participation

Start

Workspace at INotes...

Transforming Lear...

Microsoft PowerPoint...

Internet 11:41

Current Section Getting Feedback

Classroom Climate

Your Class in Comparison With Other Classes

Participation

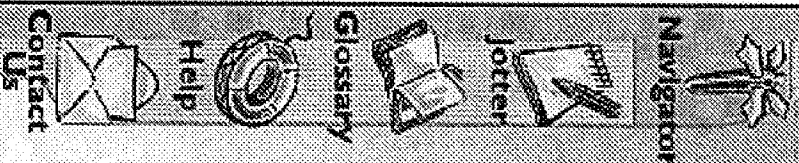
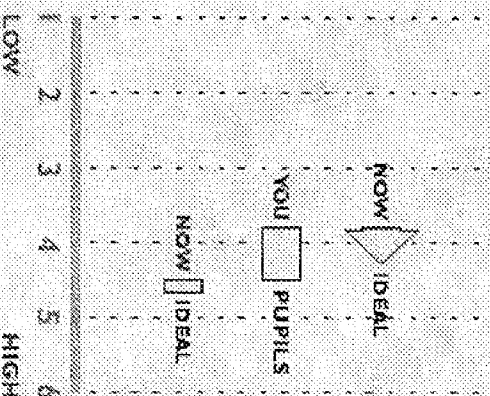
This chart shows how your pupils' perceptions of the actual level of *Participation* compares with the views of pupils in other classes nationally.

What Does This Mean?

The degree of *Participation* perceived by your pupils is typical of that perceived by pupils in other classrooms nationally.

YOU NOW VS YOUR IDEAL  
YOU NOW VS YOUR PUPILS NOW  
YOUR PUPILS NOW VS IDEAL

PUPILS NOW VS NATIONAL BENCHMARKS

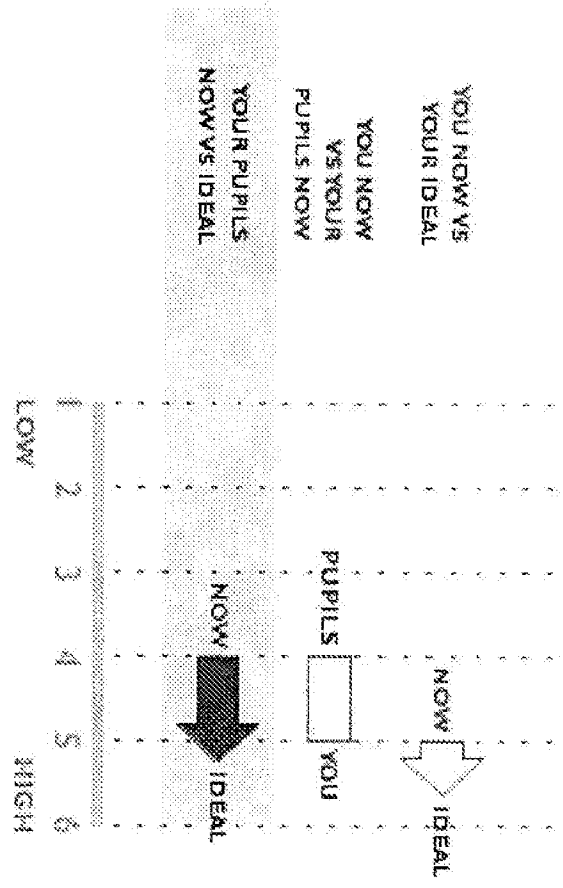


TRANSFORMING LEARNING

Your Key Messages

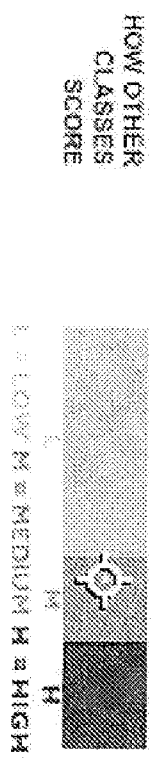
Participation

Your results indicate you would benefit most by focusing on meeting the aspirations of your pupils about the level of *Participation* in your classroom. As a reminder, the most significant finding in your feedback is highlighted below.



What Does This Mean?

Your pupils' responses also indicate that they would like a little more *Participation* in the classroom.



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Navigator



Jotter



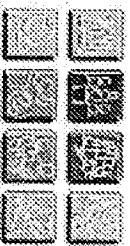
Glossary



Help



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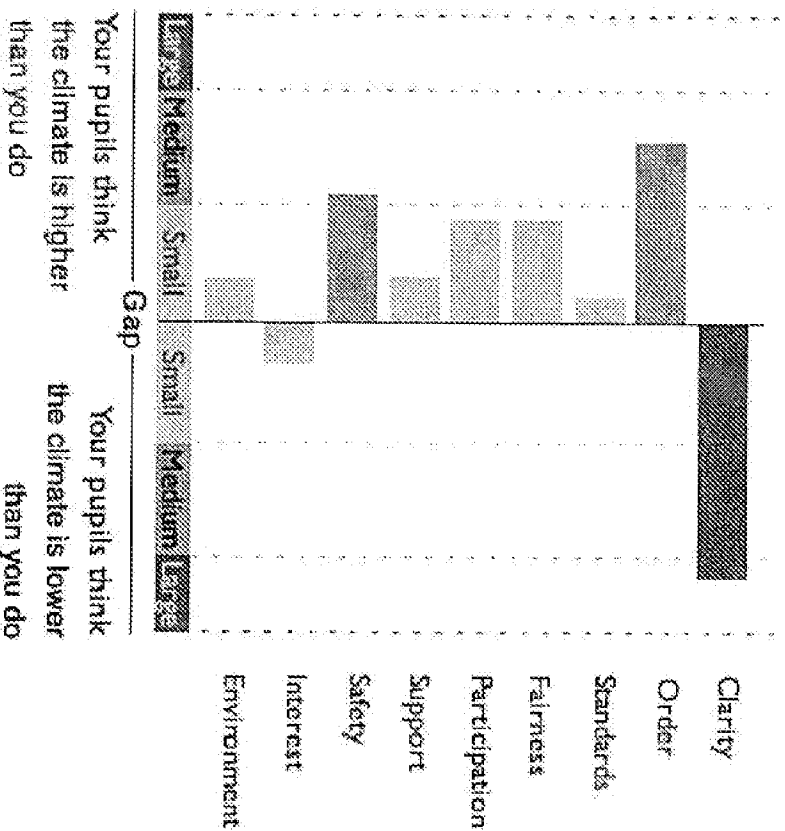
TRANSFORMING  
LEARNING

### Current Section Getting Feedback

### Classroom Climate

What Does This Mean?

In general, you are very 'in tune' with the perceptions of your pupils - you clearly understand how they feel about the classroom climate and are in an excellent position to think through the impact of this on their performance.



Your Class Compared With Other Classes

Summary

start

Workspace at Notes ...

Transforming Lear...

Microsoft PowerPoint ...

Internet 11:44

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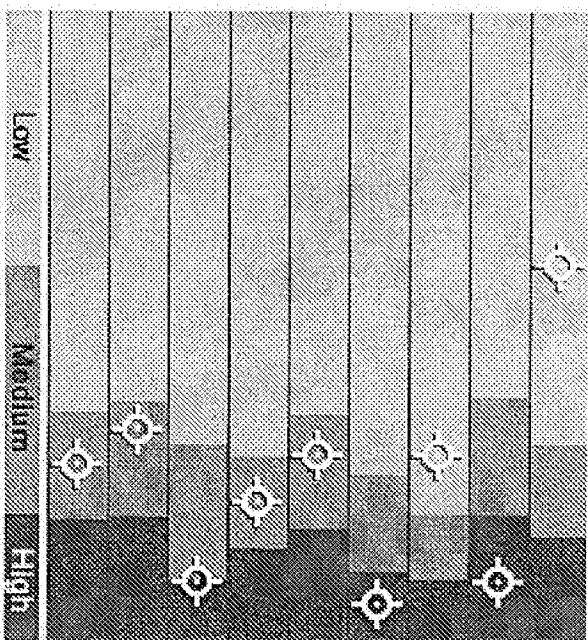
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### Current Section Getting Feedback



### Classroom Climate

What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have built a good basis for building on existing strengths, but your feedback also highlights those areas that may impede your pupils from performing to their full potential.

Your Reaction

start

Workspace at Notes ...

Transforming Lear...

Microsoft PowerPoint ...

Internet 11:45

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Navigator



Jotter



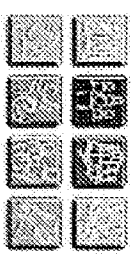
Glossary



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Current Section: Getting Feedback

Implications

These are displayed at the bottom of this page.

Click the Next icon to start prioritising.

Dimensions	Priority	More Information	Select Up to 3
Clarity	Low	Prioritising Clarity	<input type="radio"/>
Standards	Low	Prioritising Standards	<input type="radio"/>
Order	Low	Prioritising Order	<input type="radio"/>
Environment	Low	Prioritising Environment	<input type="radio"/>
Fairness	Low	Prioritising Fairness	<input type="radio"/>
Interest	Low	Prioritising Interest	<input type="radio"/>
Participation	Low	Prioritising Participation	<input type="radio"/>
Safety	Low	Prioritising Safety	<input type="radio"/>

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Take Me To...

Participation  
Support  
Clarity  
Standards  
Safety  
Environment  
Interest  
Climate Summary  
Setting Priorities  
Choosing Actions  
Action Planning Table

Home

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Current Section: Getting Feedback

Implications

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Low	Click Here...	<input type="radio"/>
Fairness	Low	Click Here...	<input type="radio"/>
Participation	Medium	Click Here...	<input checked="" type="radio"/>
Support	Low	Click Here...	<input type="radio"/>
Safety	Low	Click Here...	<input type="radio"/>
Interest	Low	Click Here...	<input type="radio"/>
Environment	Low	Click Here...	<input type="radio"/>
Standards	Low	Click Here...	<input type="radio"/>
Clarity	High	Click Here...	<input type="radio"/>

TRANSFORMING  
LEARNING

start

Workspace at InNotes

Transforming Lear...

Microsoft PowerPoint ...

Internet 11:49

# Transforming Learning - Microsoft Internet Explorer

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Address <http://www.transforminglearning.co.uk/default.cfm?pagename=feedback%2Femotions%2Ecfm%3Frandomvar%3> Go Links

Navigator



TRANSFORMING  
LEARNING

Current Section: Taking Action

Exploring & Choosing Actions

	Clarity	Standards	Order	Selected Action
Characteristic: Click for More Information				
Analytical Thinking	✓		✓	<input type="radio"/>
Conceptual Thinking	✓			<input checked="" type="radio"/>
Drive for Improvement		✓		<input type="radio"/>
Initiative	✓		✓	<input type="radio"/>
Holding People Accountable		✓	✓	<input type="radio"/>
Managing Pupils	✓	✓	✓	<input checked="" type="radio"/>
Passion for Learning	✓	✓		<input checked="" type="radio"/>
Impact & Influence		✓	✓	<input type="radio"/>

Click to Select



Next

# Transforming Learning - Microsoft Internet Explorer

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Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss

Address  Links

Your current class is:  
Secondary Test Class



Current Section: **Writing Action**

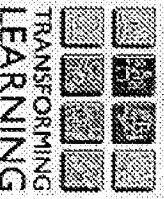
Exploring & Choosing Actions

Conceptual Thinking

**Conceptual Thinking** means the ability to see patterns and links, even where there is a lot of detail.

Below are some suggested actions for developing this characteristic. Select as many as you like and they will be saved into your action planner. If you wish to write your own action points, please use the text box below.

- ☐ **A** Consider how you identify patterns in behaviours, situations or performance data. Reflect on patterns that may be evident and record these.
- ☐ **B** Review your lesson plans to consider if you are utilising concepts, ideas or best practices. If you are not, consider how you might collect this information and integrate it into lessons with your class.
- ☒ **C** Consider the most complex areas of curriculum or learning for your class this term. Plan how you can make them easier to understand in creative or new ways. Discuss your plan with a colleague, and then review how successful it is with the class and/or your colleague.
- ☐ **D** Practise using mind mapping to increase your abilities in conceptual thinking. Analyse situations or issues using this technique to look at non-linear patterns.



# Transforming Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss

Address <http://www.transforminglearning.co.uk/default.cfm?pagename=feedback%2Femotions%2Edcm%3Frandomvar%3> Go Links

Current Section Taking Action

Exploring & Choosing Actions

You have prioritised: Clarity, standards, Order for action

High-level Action

What do you want to be different in your classroom as a result?

Order	Standards	Clarity
To increase Order I will take action to ensure that punctuality and civilised behaviour are maintained in	To increase Standards I will take action to ensure that my pupils understand what I expect them	To increase Clarity I will take action to ensure that my pupils understand what they have to do and why it
<div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div>	<div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div>	<div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div>
<div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div>	<div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div>	<div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div> <div> <div>6</div> <div>4</div> <div>2001</div> </div>

TRANSFORMING LEARNING



Next >

Done

Internet

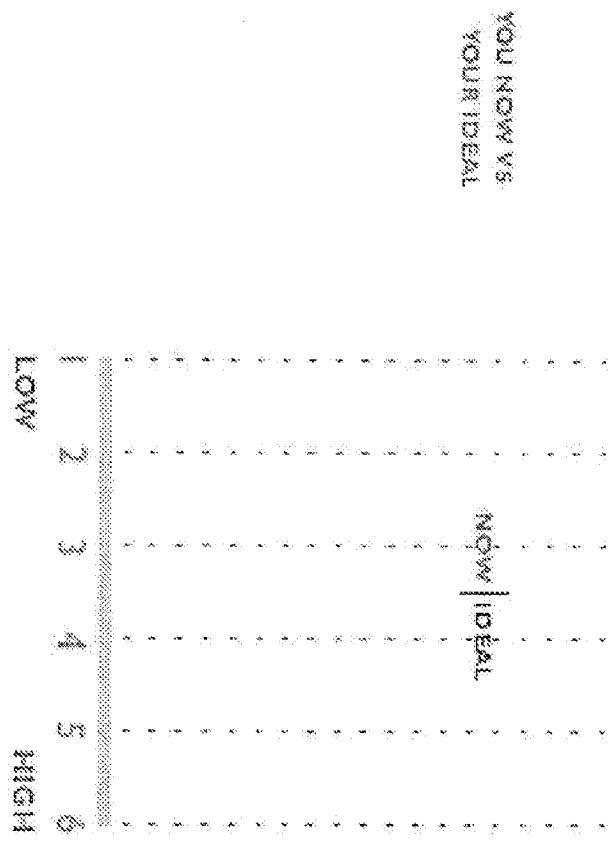
DIMENSIONS:	STYLES:					
	Coercive	Authoritative	Affiliative	Democratic	Pacesetter	Coaching
Flexibility						
Responsibility						
Standards						
Reward						
Clarity						
Team Commitment						

Extremely Valuable      Valuable      Of Short Term Value      Use With Care      Not Recommended

Your Own Perceptions

Responsibility

This chart shows the gap between your perception of the actual level of **Responsibility** in the school and how you would like it to be ideally.

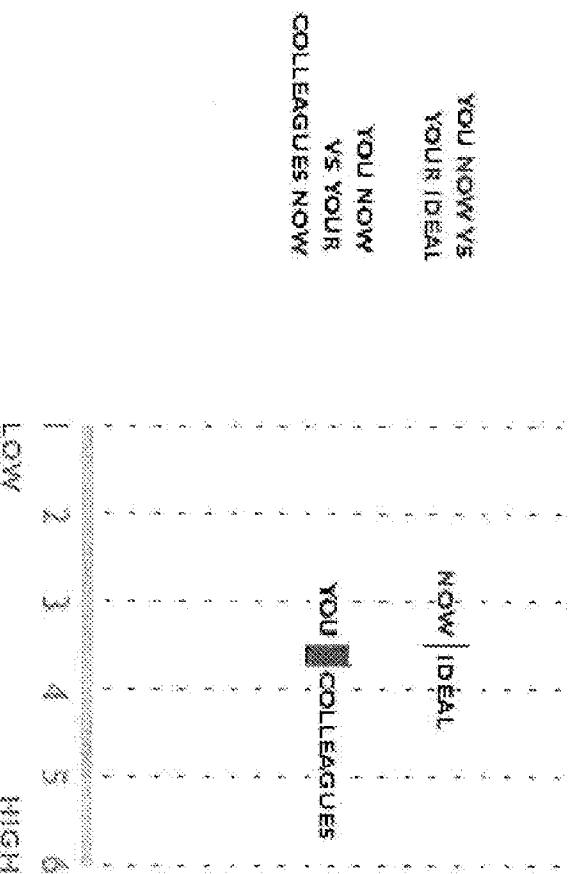


What Does This Mean?

You feel that levels of **Responsibility** in the school are appropriate.

This chart shows the gap between your own and your colleagues' perceptions of the actual level of **Responsibility** in the school.

(The level of agreement for this dimension is *high*.)



[Click here for colleague agreement explanation](#)

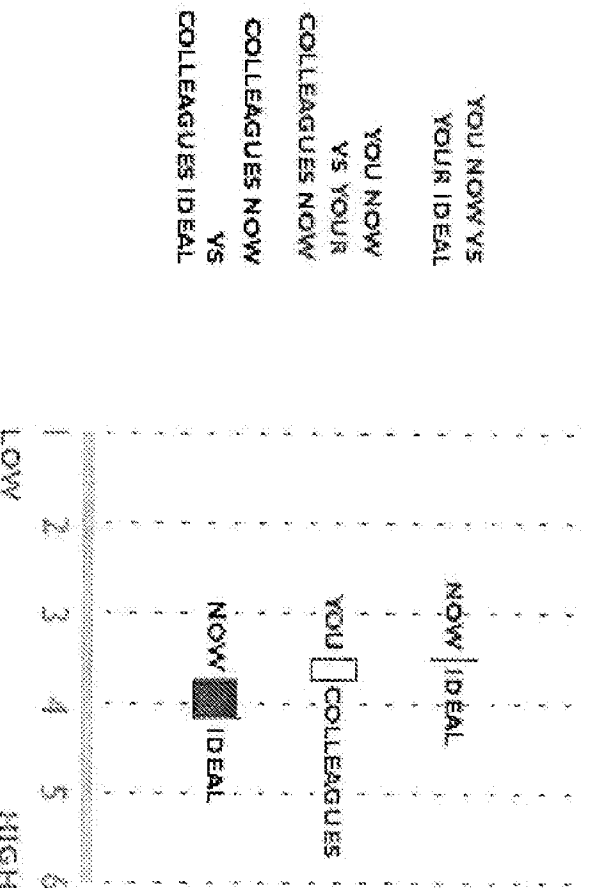
What Does This Mean?

There is no difference between your perception of **Responsibility** in the school and your colleagues' perceptions.

## The Perceptions of Your Colleagues

## Responsibility

This chart shows the gap between your colleagues' perception of the actual level of **Responsibility** in the school and their aspirations for the future.



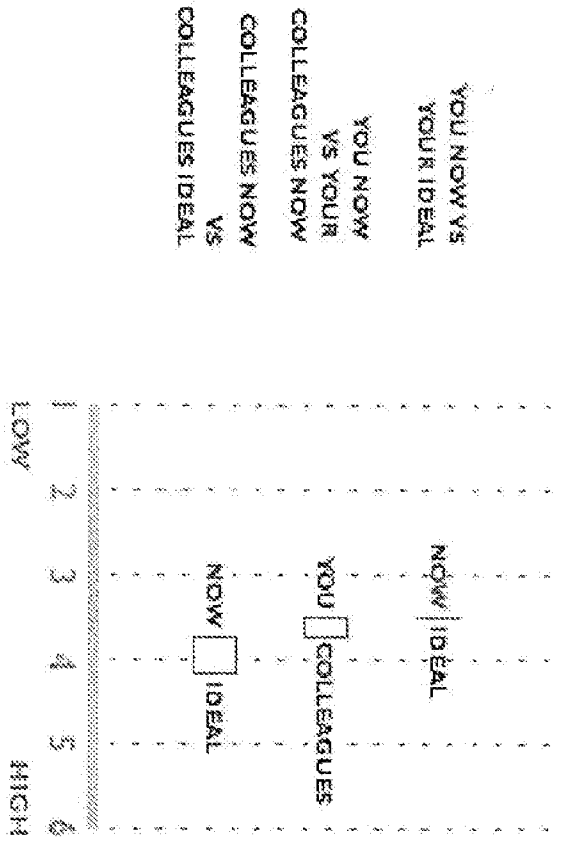
What Does This Mean?

Although generally satisfied, the responses of your colleagues suggest they would like slightly more **Responsibility** in the future.

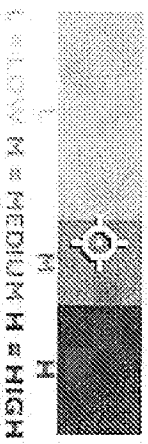
Your School in Comparison With Other Schools

Responsibility

This chart shows how your colleagues' perceptions of the actual level of *Responsibility* compares to how other teams tend to score.



HOW OTHER SCHOOLS SCORE



What Does This Mean?

The level of *Responsibility* perceived by your colleagues is typical of that found nationally.

Your Key Messages

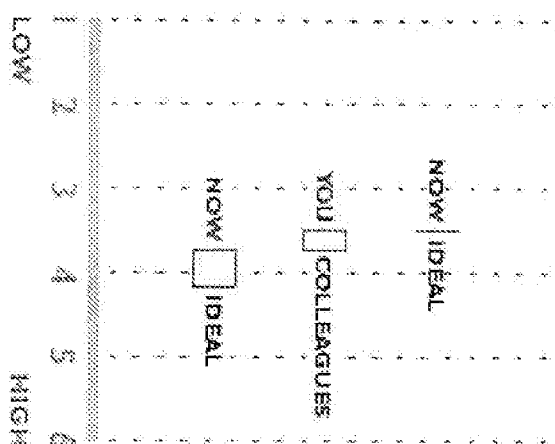
Responsibility

Your results indicate that you would benefit most by focusing on raising the level of **Responsibility** within the school so that your colleagues' perceptions are high in relation to those found nationally.

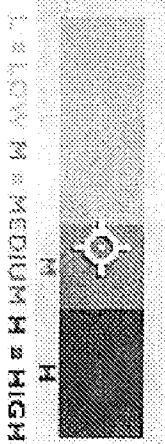
YOU NOW VS  
YOUR IDEAL

YOU NOW  
VS YOUR  
COLLEAGUES NOW

COLLEAGUES NOW  
VS  
COLLEAGUES IDEAL



HOW OTHER  
SCHOOLS  
SCORE

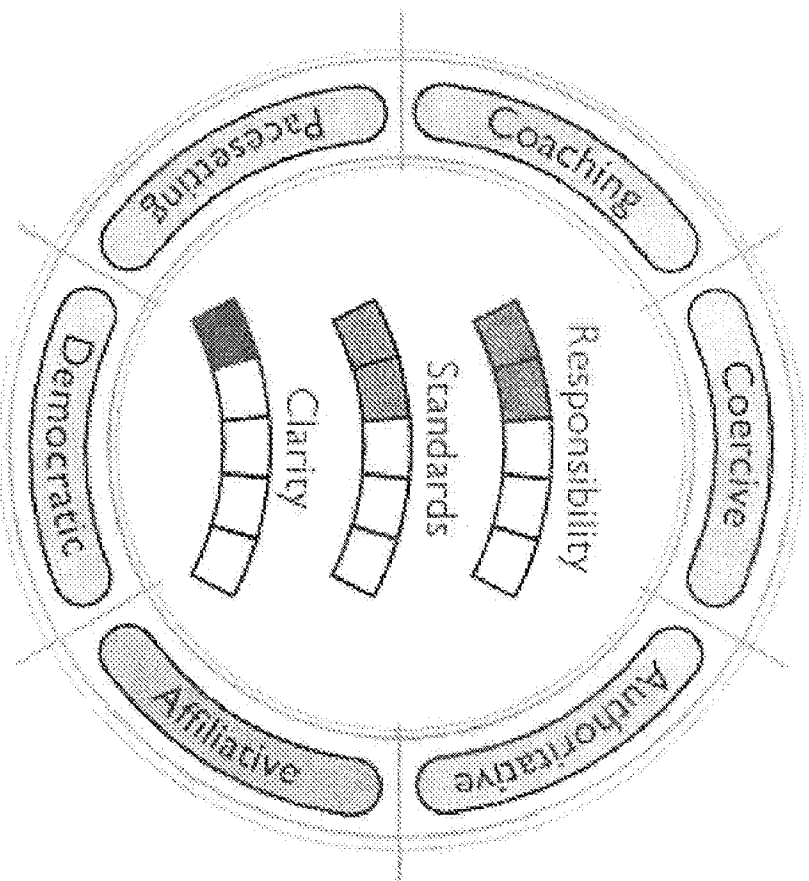


What Does This Mean?

The level of **Responsibility** perceived by your colleagues is typical of that found nationally.

Your Affiliative style is  
Infrequent

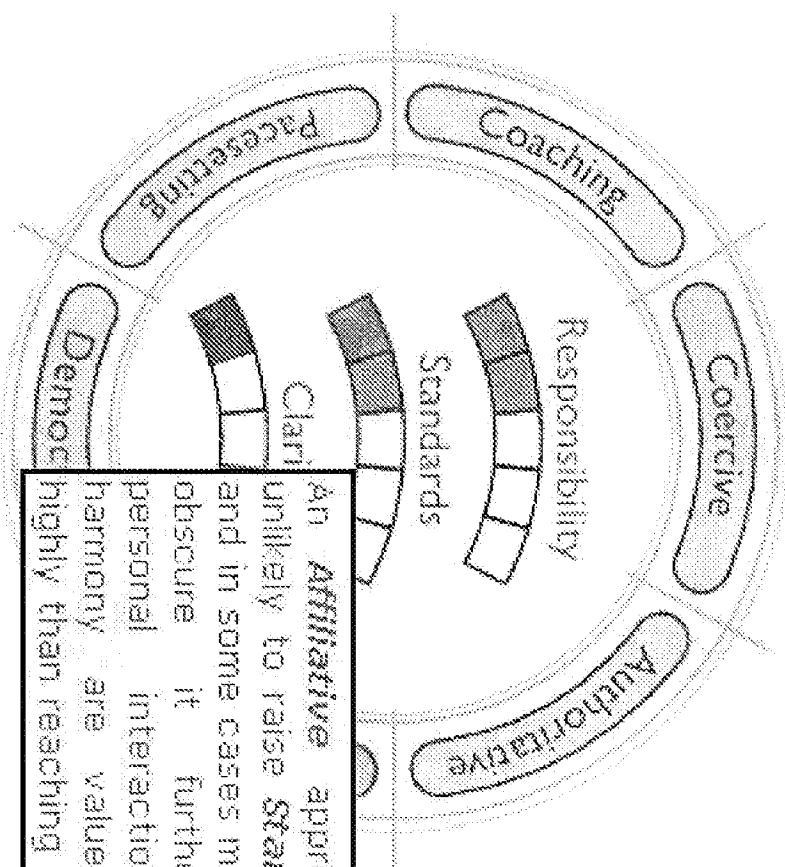
How To Use  
The Wheel



Not Recommended    Use With Care    Of Short Term Value    Valuable    Extremely Valuable

Your Affiliative style is  
Infrequent

How To Use  
The Wheel

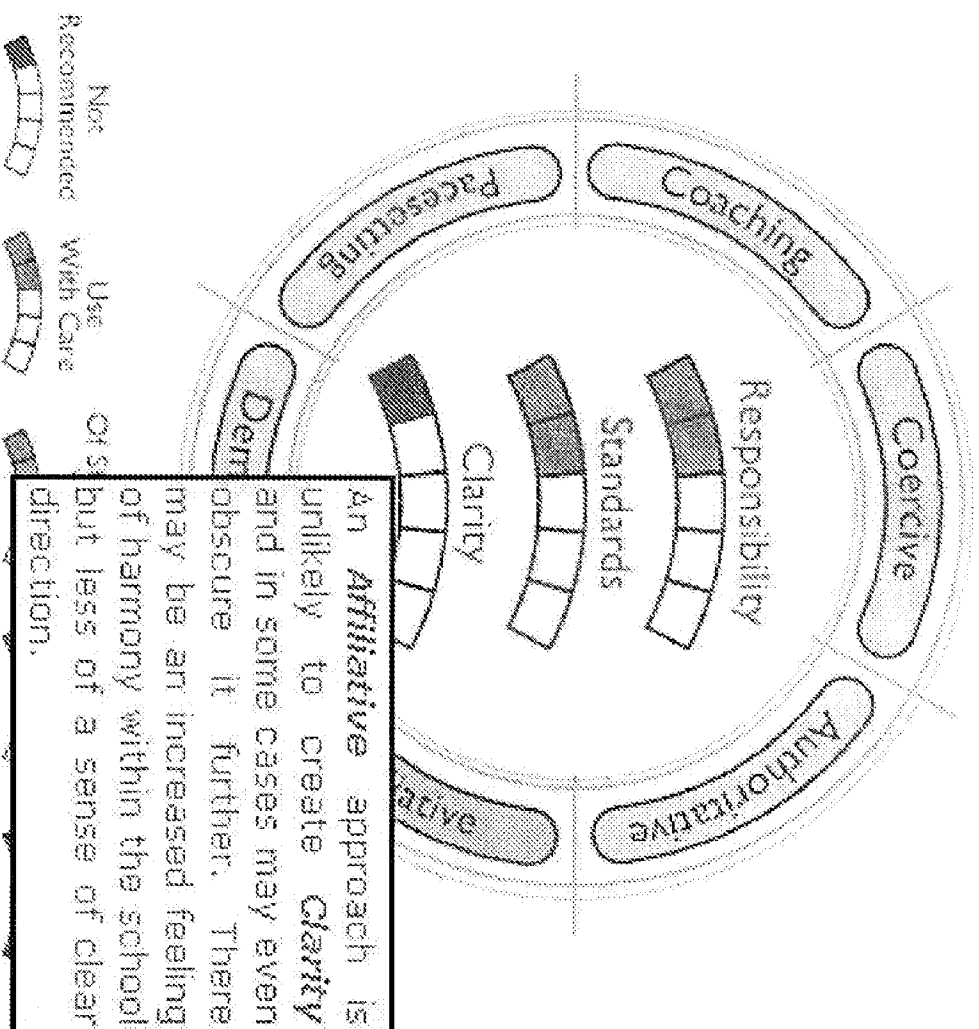


An *Affiliative* approach is unlikely to raise *Standards*, and in some cases may even obscure it further, as personal interaction and harmony are valued more highly than reaching goals.



Your Affiliative style is  
Infrequent

How To Use  
The Wheel



		RESPONSIBILITY	STANDARDS	CLARITY	
Coercive	Infrequent				<input type="radio"/>
Authoritative	Infrequent				<input type="radio"/>
Affiliative	Infrequent				<input checked="" type="radio"/>
Democratic	Infrequent				<input type="radio"/>
Pacesetter	Dominant				<input type="radio"/>
Coaching	Infrequent				<input type="radio"/>

Not Recommended Use With Care Of Short Term Value Valuable Extremely Valuable

## Using Different Sorts of Feedback

You will get meaning from feedback by comparing the new information to what you already think and feel. The better you are prepared for the different sorts of information, the more value you are likely to derive from your feedback.

There are four categories of information which you may encounter during feedback. These are shown in the model below:

	Known to Me	Not Known to Me
Known to Others	Open	Blind
Not Known to Others	Closed	Hidden

**Open Information** - usually easily assimilated, may not add much

This relates to things you already know about yourself. Often, you will be very comfortable with its familiarity and assimilate it easily, but sometimes you may feel "found out" because you didn't know others knew this about you, and sometimes it may act as a reminder of things you knew but had forgotten.

**Blind Information** - often provokes strong feelings, but is often extremely valuable

THE  
FACULTY  
OF  
THE  
LIBRARY  
OF  
THE  
UNIVERSITY  
OF  
TORONTO  
LIBRARY

## Questionnaires

How would you like to see this feature?

Students who behave well are praised

NDW

Students who behave well are not praised

Students who behave well are praised

Students who behave well are not praised

**THE**  
**NEW**  
**YORK**  
**LIBRARY**  
**OF**  
**THE**  
**ARTS**  
**AND**  
**SCIENCES**  
**OF**  
**THE**  
**CITY**  
**OF**  
**NEW**  
**YORK**

